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## FEATURES OF PSYCHOLOGY INTERNSHIP PROGRAM

*Pre-Doctoral Training in Clinical Psychology*

*Emphasis on Developing a Broad Range of Clinical Skills*

*Observation of Clinical Skills with Progressive Evaluations*

*Individualized Training Goals*

*Varied Clinical Population Available*

*Individual Supervision (minimum 3 hours/week)*

*Interdisciplinary Team Interaction*

*Centralized Training Committee*

*Supervisor Training Program and Evaluation*

*Two-way Feedback and Evaluation System*

*Central Office Colloquium Programs (Twice Monthly)*

*Special Training Seminars in Assessment and Intervention  
Techniques*

*In-service Training Programs on Site*

*Required Written Case Study or Research Project*

## **PART ONE: PROGRAM DESCRIPTION**

### **Introduction**

The New Jersey Department of Human Services' Psychology Internship Program offers training experiences from several state hospitals, agencies, community mental health clinics and other approved training settings. The program affords interns multiple opportunities to develop a broad range of clinical skills under supervision.

### **Philosophy and Theoretical Orientation**

The training philosophy of the New Jersey Psychology Internship Program is to provide interns with diversified clinical experiences in which they carry out their major professional functions under appropriate supervision. More specifically, the goal of the internship year is to provide a guided clinical experience giving the interns opportunities to work with varying populations, supervisors of differing orientations, and multidisciplinary treatment teams. In keeping with current clinical practice, numerous professional role models are available.

An eclectic mix of behavioral and dynamic models are represented in the program. During the year, the intern comes in contact with varying points of view and methodologies and participates in hospital programs that cover a broad spectrum of mental health issues. Interns attend centralized colloquia (two per month), where they can discuss professional and clinical issues with outstanding psychologists, psychiatrists, and other mental health specialists.

### **Objectives**

The training model espoused by the Psychology Internship Program emphasizes a broad range of clinical activities with varying populations, to stimulate the development of clinical understanding and skills. Interns are exposed to and expected to demonstrate competence in crisis intervention, multiple assessment techniques, group and individual brief and long-term psychotherapy, and multidisciplinary team functioning. Additional activities are recommended for all interns including program development, consultation and education, and applied psychological research. Each intern follows an individualized training plan specific to his or her needs, and geared to that facility.

### **Administration**

The overall administration of the Psychology Internship Program is the responsibility of the Chief of Psychological Services (CPS) at the Central Office level in consultation with the Training Committee. The Committee consists of the CPS and the Directors of Internship Training from the training placements. Each facility's internship program is administered by the Director of Psychology and is coordinated by his/her appointed Director of Internship Training.

### **Chief of Psychological Services**

The CPS coordinates and integrates training programs among the various hospital facilities, agencies and affiliated community mental health centers. In consultation with the Training Committee, the Chief holds periodic meetings and intern discussion groups, conducts supervisor training programs, arranges for seminars and lectures, and facilitates the participation of interns in program development and research. He also consults periodically with Directors of Internship Training, supervisors, and interns regarding their training experiences.

### **Training Committee**

The Training Committee, which meets on a regular basis, is chaired by the CPS and consists of the Directors of Internship Training from each of the settings. It functions as an advisory group to the CPS, to develop policies and standards, to monitor the progress of interns, and to help on issues pertaining to clinical staff as well as intern training. On occasion, the Committee is called on to mediate when issues or conflicts arise that are not resolved at the local level.

The Committee also reviews the qualifications of psychologists who want to serve as supervisors of interns and who have completed the required Supervisor Training Seminars.

### **Nature of the Program**

The Psychology Internship Program has two aspects: centralized and individual setting training. The centralized portion is conducted by the CPS and involves lectures by invited speakers, diagnostic and therapy seminars, and written requirements.

The individual setting program is administered by a Director of Internship Training, who is immediately responsible for the psychology interns placed at that particular hospital. Although the facilities' programs may vary according to their unique populations and subsequent psychological services offered, they uniformly emphasize the development of basic clinical skills including assessment, intervention, interdisciplinary team functioning, program development, treatment planning, etc. Interns are given opportunities to develop clinical leadership and research skills, and actively participate in program evaluation, inservice programs, interdisciplinary consultation, and community liaison activities.

## **Training Placements**

The Department's training programs consist of a number of placements that allow interns to be exposed to a variety of clinical experiences. The majority of training takes place at psychiatric hospitals and agencies. One day a week clinical experiences are offered at outpatient centers or other specialized treatment sites where interns are exposed to different clinical experiences. (For descriptions of various placements see Part Three of this brochure.)

Working both with inpatient and outpatient clients, interns are provided with a diverse but unified training experience. Interns and supervisors from each training facility meet periodically which affords the opportunity for discussion regarding training experiences, projected training plans, and progress reports, and for informal feedback.

## **Accreditation Status**

The program is recognized as fulfilling one year (1750 hours) of the clinical experience required for licensing by the New Jersey Board of Psychological Examiners. Currently, Ancora, Greystone, and Trenton have received full accreditation by the American Psychological Association.

## **Individualized Training Emphasis at Various Levels**

The New Jersey Psychology Internship Program is designed to provide individually tailored internship training to doctoral psychology students enrolled in accredited university programs and to postdoctoral students who are changing their area of specialization.

Interns come from various university programs in psychology and may initially be at different levels of clinical preparedness. For this reason, a personal training plan is developed by interns' supervisors in the first month of their placement. Training plans are based on an individualized assessment of the intern's clinical skills and input from university program representatives.

The training plan provides for the development of basic clinical skills as well as training in the specific responsibilities that psychologists assume at each facility. Input from the university programs is integrated into the training plan so that the internship experience is in accord with the student's overall educational goals.

## **Supervision**

The program offers training and supervision by qualified supervisors who maintain a close relationship with the intern. The program requires a minimum of three hours per week of individual supervision per intern, along with periodic written evaluations, which the supervisor reviews with the intern. In addition, the CPS is available to observe and

## **N. J. Department of Human Services - Psychology Internship Program**

evaluate the progress of the interns, and to offer supplementary supervision and consultation.

In order to qualify for the training of interns, supervisors must be licensed at the doctoral level and have successfully completed the Supervisor Training Program. Other qualified staff provide additional training. Supervisors regularly consult with the CPS on the progress of the interns and participate in conferences and workshops devoted to the discussion of supervisory practices. As part of their duties in training an intern, supervisors are required to submit written evaluations of the intern's progress to the CPS twice during the year, at six-month intervals. By the same token, interns are required to forward evaluations of each of their supervisors, and an evaluation of their overall training experience.

### **Certification**

The Training Program offers a certificate upon the satisfactory completion of the internship year. Interns must have served at least twelve months<sup>1</sup> (1,750 hours) in the program, satisfactorily completed all clinical and written requirements, and received a favorable recommendation from the Training Committee in order to be granted a certificate. This recommendation is based on the evaluations submitted by the intern's supervisors and the Director of Internship Training. The certificate is signed by the Commissioner of the Department of Human Services, the CPS, and the Director of Internship Training on site.

### **Program Requirements**

The interns must actively participate in ongoing centralized seminars at which they present materials from their caseload for discussion. As a professional in training, the intern should demonstrate an increasing familiarity with the clinical literature and adhere to APA and Department professional and ethical standards for psychologists.

Each month the interns submit to the CPS an outline of their past month's professional activities. During his or her year of training, each intern develops, under supervision, a relevant clinical research project or case study. The intern must submit a written paper describing the project or case study, for approval from the CPS by August 1st of the training year. The CPS must review and approve the paper before a certificate can be issued.

### **Salary and Benefits**

As of September 2002 the annual intern salary is approximately \$21,756.00. Interns also earn approximately 28 hours paid administrative leave; 61 hours vacation time and 78 hours sick leave, along with 12 holidays. Interns do not receive health benefits coverage and are expected to carry their own malpractice insurance.

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<sup>1</sup> Exceptions must be approved by the Training Committee.

## **PART TWO: ADMISSIONS REQUIREMENTS**

The Candidate must have a Bachelor's Degree from an accredited college or university, supplemented by a Master's Degree in psychology (or certified equivalent) from an accredited college or university. Candidates must be enrolled in a doctoral program in applied psychology (clinical, counseling, or school) at an accredited university or professional school, be approved by their Director of Training for the internship, and have completed graduate course work in each of the following areas:

1. Objective and projective testing with practical experience.
2. Psychotherapeutic techniques and counseling with practical experience.
3. Personality development and learning theory.
4. Motivation and psychopathology.
5. Research design and statistical analysis.

(The candidate must have completed a minimum of 500 hours of practicum experience)

### **Postdoctoral Candidates (Changing Specialties)**

Candidates with a doctoral degree in psychology who are attempting to change their specialty to qualify in an applied area of psychology must be certified by a director of graduate professional training. They must have acquired the equivalent of pre-doctoral internship preparation (didactic and field experience) through participation in an organized program. (See pre-doctoral requirements for specific course work and practicum experience).

### **Application Procedures**

- Applications may be obtained directly from the Association of Psychology Postdoctoral and Internship Center (APPIC) Internet website or by writing the Director of Training at the facility.
- The completed APPIC application form, three letters of recommendation (sent separately by writers), and official copies of undergraduate and graduate transcripts must be submitted to each training site selected. Completed applications should be postmarked by December 1, 2002.
- Personal interviews with the Director of Training (and staff) at potential placements are required. Applicants who live at a great distance and for whom a personal interview would create a hardship can arrange for a telephone interview with the placement facility's Director of Training.

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- Internship sites participate in APPIC's Internship Matching Program, except for Hagedorn

### **Hiring Policy and Procedures**

In accord with NJ State procedures regarding hiring of personnel, acceptance to the New Jersey Psychology Internship Program is subject to review and approval by the Commissioners of the Departments of Personnel and of Treasury, and is also contingent on final approval by the Department of Human Services. Please note that the DHS employment process includes State and Federal Criminal History Record Checks in accord with state law.



### **PART THREE: PLACEMENT DESCRIPTIONS**

#### **PROGRAM A: ANCORA PSYCHIATRIC HOSPITAL**

*Name of Placement:* Ancora Psychiatric Hospital  
*Address:* 202 Spring Garden Road  
Ancora, NJ 08037-9699  
*Telephone:* (609) 561-1700x7878  
*Director of Intern Training:* Larry Seifer, Ph.D.  
*APA Accreditation Status:* Full accreditation

Located on an attractive, wooded campus in the famous pinelands of Southern New Jersey, Ancora Psychiatric Hospital (APH) is halfway between Philadelphia and Atlantic City. Outstanding academic, cultural, recreational, and housing opportunities are within easy commuting distance.

With over 1200 staff serving 700 clients, APH is a major hospital with an exciting array of resources that are creatively utilized to meet each intern's unique needs. The hospital has 21 full time psychologists on staff representing a wide variety of clinical and research interests.

The purpose of APH's program is to help each intern become highly competent in the basic skills required of today's clinician: psychodiagnostics, group and individual therapy, and consultation. With over 100 new admissions to the hospital each month, interns have an opportunity to work intensively with short and long term patients in various psychiatric categories.

Individual supervision is the fundamental ingredient of the program. APH has an experienced corps of eleven licensed supervisors, who work to meet an intern's specific needs and interests. To achieve the most effective feedback regarding supervision and treatment capitalization, the psychology department maintains its own videotaping equipment. The staff also provides interns a curriculum of special courses including advanced psychopathology, theory and practice of group therapy, projective testing and psychological ethics. These courses complement the series of seminars and workshops offered by the Office of Human Resource Planning.

APH offers interns an opportunity to participate in family therapy sessions. The hospital has a Family Center wherein patients and their families may interact in a home-like setting. An intern can also gain experience working with substance abusers, and with forensic, geriatric, and developmentally disabled patients.

The interns spend one day/week in an outpatient facility, among them Atlantic Mental Health Center. The Counseling Center at The College of New Jersey, and Counseling Center at Rutgers Camden. This gives them the opportunity to work with patients

## **N. J. Department of Human Services - Psychology Internship Program**

different from those in the psychiatric hospital. Supervision in the outpatient setting is provided by licensed psychologists.

### **PROGRAM B: TRENTON PSYCHIATRIC HOSPITAL**

*Name of Placement:* Trenton Psychiatric Hospital  
*Address:* P.O. Box 7500,  
West Trenton, New Jersey 08628

*Telephone:* 609) 633-1944, (609) 633-1551  
*Director of Training* Michael Siglag, Ph.D..  
*APA Accreditation Status:* Full Accreditation

Trenton Psychiatric Hospital (TPH) is an inpatient facility with approximately 400 patient beds and is fully accredited by the Joint Commission on the Accreditation of Hospitals. TPH is located in West Trenton, New Jersey, approximately 20 miles northeast of Philadelphia. It can be easily reached from the New Jersey Turnpike, I-95, or Route 1. TPH provides psychiatric services to residents of Mercer, Middlesex, Union and Monmouth Counties who are 18 years of age and older.

The Psychology Department of TPH, in conjunction with affiliated outpatient and specialized treatment sites, offers a one-year, full time internship in Clinical Psychology. Our interns work under intense supervision with patients exhibiting a broad spectrum of psychopathology. Training at TPH emphasizes developing skills to work with patients exhibiting severe symptoms such as evidenced in major affective disorders, schizophrenia, MICA (Mentally Ill Chemical Abuse) disorders, character disorders, and dissociative disorders.

Individualized Training Plans guide each intern in developing of a broad base of clinical skills as well as enhancing previously acquired competencies. Goals of the internship year include: (1) promoting their growth as competent psychotherapists, psychodiagnosticians, and multidisciplinary treatment team participants, (2) helping them become sensitive to ethical, cultural, and psychosocial dimensions of treatment and professional conduct, and (3) developing and refining interns' abilities to provide effective psychological treatment for individuals displaying severe and persistent psychopathology. The Training Program fosters these goals by integrating clinical, didactic, and supervisory experiences, and attending to the training needs of each intern.

The hospital's Psychology Department is comprised of 16 psychologists. Each Outpatient and Specialized Treatment site also provides licensed supervisors and opportunities to interact with professionals. Supervisors represent various specialties

## **N. J. Department of Human Services - Psychology Internship Program**

and theoretical orientations, and provide diversity in supervisory styles and professional roles in the different settings.

The hospital is divided into four primary sections: the Drake Complex (containing three admissions and one extended care unit), the Travers Complex (a transitional cottage program), the Lincoln Complex (serving the mentally ill chemical abuser, male patients needing extended care, and patients requiring an Intensive Treatment Unit), and the Raycroft Complex (treating extended/acute, and medically needy patients). During the course of the year long experience, each intern spends six months in two complexes. Interns also gain depth and variety of experience by spending one full day per week at an Outpatient or Specialized Treatment site with a population different from the TPH population.

Among the unique and highly valued components of training at TPH are the year-long Group Psychotherapy Seminar, in which interns share experiences with each other and a supervisor, and explore didactic material on inpatient group psychotherapy, and a year long Dissociative Disorders Study Group. The TPH internship provides a well-rounded, training-oriented experience. Throughout the year, six primary components are addressed: (1) supervision, (2) psychotherapy, (3) psychological assessment, (4) professional role development, (5) educational experiences, and (6) outpatient or specialized treatment experience.

### **PROGRAM C: GREYSTONE PARK PSYCHIATRIC HOSPITAL**

<i>Name of Placement:</i>	<i>Greystone Park Psychiatric Hospital</i>
<i>Address:</i>	<i>MBC - 4th Floor Greystone Park, NJ 07950</i>
<i>Telephone:</i>	<i>(973) 538-1800x4933</i>
<i>Director of Intern Training:</i>	<i>Francis McGovern, Ph.D.</i>
<i>APA Accreditation Status:</i>	<i>Full Accreditation</i>

Greystone Park Psychiatric Hospital is an inpatient facility accredited by the Joint Commission on the Accreditation of Hospitals. It is located in Morris county New Jersey, approximately 40 miles west of New York City and 60 miles northeast of Philadelphia. The hospital is easily accessible from routes 80, 287, 202, and 10.

Greystone Hospital provides inpatient psychiatric services to residents of six northern counties in New Jersey. Patients 18 years and older, from diverse cultural and socioeconomic backgrounds are provided mental health services designed to mitigate debilitating symptomatology, enhance level of adaptive functioning and facilitate successful reintegration into the community.

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At present the hospital has a population of approximately 550 adults, the majority having diagnoses of Schizophrenia and Affective disorders. Greystone Hospital has specialized programs for MICA patients and is the only New Jersey state hospital with a treatment program for the hearing impaired.

The Psychology department is comprised of sixteen psychologists, eight of whom hold New Jersey licenses. They represent varying theoretical orientations, (predominately, psychodynamic and cognitive behavioral) and provide diversity in supervisory styles and professional role models.

The philosophy of our internship program is that learning takes place best in an environment that provides support and encouragement, a challenging and educative experience with a program tailored to the strengths, interests and needs of each intern. While the internship follows a standardized core program, attempts are made to tailor the training and experience each intern will have to their unique backgrounds and skills.

The main focus of our training program is to help interns develop the skills for providing individual and group psychotherapy, and for carrying out psychological assessments. However, interns also participate on treatment teams, attend case conferences, grand rounds and staff briefings.

Interns receive an average of 4-5 hours of supervision a week and spend one full day per week in an outpatient setting.

In summary, the internship at Greystone Park Psychiatric Hospital is designed to provide experience working with a highly diverse patient population utilizing an array of treatment modalities. The primary goal of the internship program is to facilitate optimal professional development tailored to the needs of the intern.

### **PROGRAM D: HAGEDORN PSYCHIATRIC HOSPITAL**

<i>Name of Placement:</i>	<i>Hagedorn Psychiatric Hospital</i>
<i>Address:</i>	<i>200 Sanatorium Road Glen Gardner, NJ 08826</i>
<i>Telephone:</i>	<i>(908) 537-2141</i>
<i>Director of Intern Training:</i>	<i>Gary Dushkin, Psy. D.</i>
<i>APA Accreditation Status:</i>	<i>Non accredited</i>

Hagedorn Psychiatric Hospital (hereafter HPH) is located in a beautiful setting on 600 acres atop Mt. Kipp in Glen Gardner, Hunterdon County, New Jersey, about 5 miles north of Exit 17 (Clinton) on Interstate 78. HPH's property is a game preserve, so herds of deer graze quietly, and flocks of wild turkey can sometimes be seen walking near the road.

## **N. J. Department of Human Services - Psychology Internship Program**

Until recently, HPH was a 188-bed inpatient geropsychiatric facility, known for excellent patient care and effective discharge to the community of many patients once thought to be "institutionalized". With the addition in spring 1998 of a new 100-bed building for younger acute and chronic psychiatric patients, Hagedorn Psychiatric Hospital has become a treatment facility addressing the needs of psychiatric patients across the spectrum of age and disorder.

Hagedorn's Psychology Department is made up of six staff psychologists plus the Director of Psychology. Three members of our Department are licensed. Staff theoretical orientations include cognitive-behavioral, psychodynamic, eclectic and other approaches.

For maximum educational benefit, intern training opportunities are divided between geropsychiatric and younger acute and chronic patients. Interns spend one full day in an outpatient setting, typically Hunterdon Behavior Health at the Hunterdon Medical Center. Training at HPH will support the intern in developing a wide range of assessment, diagnostic, and treatment skills, and in achieving his or her individualized training goals.

In sum, Hagedorn Psychiatric Hospital is an excellent Internship training site. The Psychology Department is very interested in helping you to grow professionally. We welcome your application.

### **PROGRAM E: EWING RESIDENTIAL TREATMENT CENTER**

*Name of Placement:* Ewing Residential Treatment Center

*Address:* 1610 Stuyvesant Avenue

Trenton, New Jersey 08618

*Telephone:* (609) 530-3350 or (609) 530-6096

*Director of Intern Training:* Komal Saraf, Ph.D.

*APA Accreditation Status:* None

The Ewing Residential Treatment Center (ERTC) is a clinical inpatient treatment facility in Ewing, a suburb of Trenton, New Jersey. Fully accredited by the Joint Commission on the Accreditation of Healthcare Organizations, it can be easily reached from the New Jersey Turnpike, 1-95, or U.S. Route 1. The ERTC operates under the auspices of the Division of Youth and Family Services (DYFS), Central Region. It provides a full range of services including psychological, social, educational, and psychiatric services to adolescent males in its catchment area. However, adolescents from other counties are considered for admission as well.

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ERTC operates its own school on the grounds of the Trenton Psychiatric Hospital under the auspices of the New Jersey State Office of Education. The Mercer County District Office of DYFS in Trenton is also available as a site for psycho-diagnostic evaluations of parents and children having family problems. ERTC also offers the intern opportunities for therapy with children and parents in biological families, foster care and group homes.

The Clinical Department offers a one-year, full-time internship in psychology. Interns receive intensive supervision while working with a population of behaviorally disordered and emotionally disturbed males. Although the age range for admission is 12 ½ to 17 ½ residents can remain in the program up to the age of 21 years, if they are still in the school program. Training emphasizes diagnostic and clinical skills necessary to treat these youth and their families, with the goal of returning the residents to the least restrictive environment upon discharge.

Interns are expected to help develop and implement treatment plans as a part of a multiple disciplinary team which meets weekly to review each resident's progress in the program. In addition, interns have ample opportunity to provide individual therapy to residents several times per week if desired. Group therapy is also offered to residents, with emphasis on helping them improve their social and adaptive skills and to develop empathy. There are ample opportunities for interaction with team members representing various disciplines such as school, social work, nursing, medical, residential staff, recreation, occupational and family therapy and psychiatry, and with other social agencies in the communities serving residents and their families.

Interns are trained in administering of psychological tests and preparing written reports for treatment teams. Interns are also expected to be available to provide crisis counseling to residents and to consult with staff concerning treatment issues. Attendance at clinical staff meetings, and at community meetings in the residential units are other important parts of the internship experience.

The center has four part-time consulting psychologists and two full-time psychologists, all are licensed in New Jersey. There are consulting psychiatrists and three full-time social workers. Supervisors have a variety of theoretical orientations and can introduce the intern to diverse supervisory styles and professional roles. Interns are provided a minimum of three hours per week of individual supervision.

## **PART FOUR: POLICIES REGULATING THE INTERNSHIP PROGRAM**

### **A. The Chief of Psychological Services and Training Committee**

1. The Chief of Psychological Services is responsible for the overall administration and quality of the Psychology Internship Program. He organizes the centralized Colloquium Programs and meets regularly with the Training Committee.
2. The Training Committee is composed of Directors of Psychology Training (or appointed representatives) from each of the training facilities, and the Chief of Psychological Services who chairs the Committee.
3. The Training Committee regulates the policies and procedures of the Psychology Internship Program.
4. All members of the Training Committee have one vote each.
5. Through regularly scheduled meetings, the Training Committee engages in periodic self study to ensure the relevance of the Program's training philosophy, objectives, and procedures.

### **B. Application Procedures for the Psychology Internship Program**

1. Applications may be obtained directly from the Association of Postdoctoral Psychology and Internship Centers (APPIC) Internet website.
2. The application materials consist of a completed APPIC application form, official university transcripts, and three letters of recommendation (including the endorsement of the Director of Training of the applicant's university or professional school program).
3. Selected candidates will be interviewed following a review of their application materials. Those screening potential applicants follow the Department's policies of equal employment opportunity and affirmative action.
4. Interns are ranked based on interview results and the overall review of the application materials.
5. Internship sites participate in APPIC's Internship Matching Program, except for Hagedorn Psychiatric Hospital.

### C. Requirements for Admission

1. An applicant must have completed a master's degree within an accredited<sup>2</sup> psychology program, and must be enrolled in a doctoral program in clinical, counseling or school psychology. Postdoctoral applicants in the process of changing specialties must be certified by a Director of a graduate professional psychology training program as having participated in an organized program in which they acquired the equivalent of pre-internship preparation (didactic and field experience appropriate to the applied area).
2. An applicant must have successfully completed graduate course work in areas of individual intelligence testing (with practicum), projective techniques (with practicum), abnormal psychology, personality theory, and psychotherapy/counseling theory (with practicum). Courses in the areas of research and statistical analysis are also required.
3. The applicant must present supervised practicum experience of at least 500 hours.

### D. The Program

1. Interns are involved in full-time intensive training for twelve months (1750 hours). Interns will always be under close supervision when involved in clinical activities at their internship facility or any other clinical facility affiliated with the program.
2. The workweek consists of four days of clinical experience/ training at the Department's facility and one day of voluntary/ discretionary outservice training which must be approved by the intern's Training Director.
3. A full day, at least twice a month, is spent in a centralized program of seminars and colloquia.
4. Each intern will be required to present either a diagnostic battery or therapy case in Central Office Colloquium.
5. During the initial stages of training, the interns will focus on sharpening basic clinical skills in psychological assessment, intervention techniques (including crisis intervention, individual and group psychotherapy), program planning, etc. Interns are challenged to develop a wide repertoire of clinical skills with a variety of clients. Active participation in interdisciplinary team meetings, consultation, inservice activities, program development and assessment, and community outreach are all essential goals of the training year.

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<sup>2</sup> Accredited by recognized accrediting agency.



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6. The interns are required to submit monthly experience reports to the Chief of Psychological Services, describing their training and supervision during the previous month. A final written paper describing a case study, or a clinical research project that was planned and completed by the intern, must be approved by the Chief of Psychological Services before a certificate will be granted. Those failing to meet all performance requirements (as stated herein) will not complete the internship program.

### **E. Training Assignments and Progress Evaluations**

1. Interns spend six months at one unit of the facility, then rotate to another for the next six months. The Director of Training, who has ongoing communications with supervisors and the University representative, decides where to assign the intern. The individual intern's training needs are assessed through direct observation, clinical supervision, and input from the interns.
2. Written evaluations of the intern are made at six-month intervals by the supervisors. Similarly, all interns are required to submit an evaluation of their placement and supervision experiences at the midpoint and end of the internship year.

### **F. The Supervisor**

1. A primary supervisor of interns must have a doctoral degree in Psychology, be licensed in New Jersey and receive the recommendation of his/her Director of Psychology. Supervisors must successfully complete the series of supervisory training seminars conducted by the Chief of Psychological Services.
2. Each supervisor must submit a detailed evaluation of assigned interns every six months to the facility's Director of Training who forwards a copy to the Chief of Psychological Services.
3. Each intern must receive a minimum of three hours of individual supervision per week. This supervision entails face-to-face discussion of clinical issues with the intern.
4. A supervisor of interns must meet all necessary and minimum requirements as established by the Training Committee.
5. The supervisor must submit to the Director of Training a projected training plan for each intern assigned to him/her within six weeks of the beginning of each rotation. This plan is developed in cooperation with the intern after the supervisor has carefully assessed the intern's basic clinical skills.

## **G. The Internship Facility**

1. Internship sites (inpatient, outpatient, and agencies) are expected to meet acceptable standards for intern training.( See Appendix A)
2. A training facility must agree to and abide by the policies formulated by the Training Committee and the Chief of Psychological Services.
3. A training facility must permit each intern to attend the required activities of the centralized colloquia.
4. The Training Committee periodically reviews the training offered at each facility.
5. All interns shall work within the usual hours of the assigned facility. Any exception shall be approved by the Chief of Psychological Services before going into effect. A qualified supervisor (or his/her designee) must be available to the intern at the placement facility during any and all working hours.
6. An internship facility can be dropped from the Training Program if it fails to maintain the standards of the program. Such action would only be taken after adequate notice has been given and sufficient time for corrective measures has elapsed. Before dropping a facility from the program the Chief should first seek the advice and counsel of the Training Committee before final action is taken.

## **H. Appraisal of Facility for Purposes of Training<sup>3</sup>**

1. Adequate office space and a reference library must be provided.
2. Appropriate psychological test materials must be readily accessible.
3. In order to evaluate the appropriateness of the facility for training, a site visit will be made by the Chief of Psychological Services at least yearly.
4. The Training Committee will judge the fitness of any facility and designated supervisor to provide psychological training.
5. A letter of administrative support from a proposed training placement must be received before approval can be granted.

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<sup>3</sup> See guidelines on page 21.

## I. Excused or Excluded Interns

1. At the discretion of the Training Committee, an intern can be excused from the program for maternity leave, severe illness (physical or emotional) or for other legitimate reasons. Interns can be excluded from the internship program for professional misconduct, excessive absences, incompetence, or violating ethical standards.
2. The University Training Director should receive periodic feedback regarding the intern's progress and, in the case of unsatisfactory performance of an intern, should be invited to a conference with the intern's supervisors before final action by the Training Committee.
3. Upon written request, the intern to be excluded from the program will be given a hearing by the Training Committee and/or its designee within three working days of exclusion. The intern can present further appeal to the entire Training Committee.
4. In such instances, program officials will follow procedures in compliance with the policies of the Department of Human Services.

## J. Due Process Rights of Intern

Interns should be provided with the following procedural framework to protect their right to due process during the resolution of significant conflicts that might arise during the internship year:

<b>Level</b>	<b>Issue / Problem</b>	<b>Procedure</b>
Level I	A problematic issue that arises between an intern/supervisor, intern/staff.	1. Intern/supervisor, intern/staff make every effort to resolve the matter between themselves.
Level II	Issue between intern/supervisor, intern/staff not resolved at Level I.	2. The issue should be brought to the attention of the Director of Internship Training who will then meet with relevant parties to facilitate problem resolution.
Level III	Issue not resolved at Level II.	3. The Director of Psychology or immediate supervisor of Director of Internship Training will be consulted in an attempt to resolve the issue.
Level IV	Issue not resolved at Level III.	4. The issue is brought to the attention of the Chief of Psychology Services, and when appropriate, the intern's University Director of Internship Training. All relevant parties participate in efforts to facilitate a resolution.
Level V	Issue not resolved at Level IV.	5. The issue is brought to the attention of the Training Committee for final resolution.

**K. The Internship Certificate**

1. An intern will receive a certificate at the conclusion of his or her internship program upon satisfactory completion of the following requirements:
  - a) The intern shall have participated in the program for twelve months (1750 hours) or, under unusual circumstances, its equivalent, with the prior approval of the Training Committee.
  - b) The intern must have satisfactorily completed all the program and training requirements including: seminar presentations, monthly experience reports, placement evaluations, written project or case study, etc.
2. The Training Committee has the final approval in the granting of certificates, and may recommend an extension of the internship when it seems warranted. Their decision is based upon periodic evaluations from supervisors and the recommendation of the placement's Director of Training.

## **APPENDIX A**

### **SOME GUIDELINES FOR EVALUATION OF PSYCHOLOGY INTERNSHIP PLACEMENTS**

1. Is there administrative support for the internship training program?
2. How varied a training experience is available in terms of clinical activities and population?
3. How qualified are staff members, especially supervisors? Will they be able to attend required training seminars in supervision?
4. Is there a licensed psychologist who will be directly responsible for the quality of training at the facility and who will attend regular centralized Training Committee meetings?
5. Are there a variety of role models available?
6. Is there enough stability among staff to provide an ongoing program?
7. Does the intern have an opportunity to interact with a wide range of professionals from other disciplines?
8. What is the quantity and quality of the supervision? The program requires a minimum of three hours per week supervision by a qualified supervisor.
9. Does the placement provide inservice programs and opportunities for professional development?
10. Is the physical space adequate to provide acceptable working conditions for the intern?
11. Are testing materials and needed supplies available for diagnostic work?
12. What type of library resources and support services are available?
13. Does the intern have an opportunity to participate in the Central Office Program?
14. Does the supervisor evaluate the background of individual interns and take their specific needs into account.
15. Are the evaluations given to interns, and is there an opportunity for open discussions with supervisors?

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16. What are the opportunities for collaborating on research projects?
17. Does the training facility provide for periodic self-evaluation?
18. Regarding an outpatient training facility, is there administrative support for the internship program and a willingness to provide time for a licensed psychologist to carry out training responsibilities?

**APPENDIX B: COLLOQUIUM PROGRAMS  
(SEPTEMBER 2001 – AUGUST 2002)**

<b>Date</b>	<b>Presenter</b>	<b>Topic</b>
September 5, 2001	T. Stephen Patterson, Ph.D.	Intern Orientation
September 19, 2001	Emanuel Hammer, Ph.D.	An Introduction to the House-Tree-Person Test
October 3, 2001	Richard Estell, Ph.D.	Lacks Scoring System for the Bender-Gestalt
October 3, 2001	Gene Nebel, Ph.D.	The Standardized Administration of the WAIS-III
October 31, 2001	Barry Mitchell, Ph.D.	Group Psychotherapy for Hospitalized Psychiatric Patients
October 31, 2001	Christopher Barbrack, Ph.D.	Ethical and Legal Issues in Psychology
November 14, 2001	Frank Dyer, Ph.D.	An Introduction to The Millon Clinical Multiaxial Inventories
November 14, 2001	T. Stephen Patterson, Ph.D.	Psychodynamic Treatment of a Long Term Therapy Case
November 21, 2001	Louis Sass, Ph.D.	Conceptualization and Treatment of the Borderline and Narcissistic Disorders
November 28, 2001	William Bracero, Ph.D.	Understanding Cultural Issues in Treating Hispanic Clients
December 5, 2001	John Brick, Ph.D.	Biological Welfare: Tactical, Medical and Psychological Preparedness
December 5, 2001	William Bracero, Ph.D.	Understanding Cultural Issues in Treating Asian Clients
December 19, 2001	Philip Witt, Ph.D.	Psychological Assessment of Sex Offenders
December 19, 2001	Glen Fergusonj, Ph.D.	Treatment Approaches for Sex Offenders
January 9, 2002	Nancy McWilliams	Psychoanalytic Character Diagnoses: An Alternative to DSM-IV and Art of Case Formulation
January 16, 2002	Sheila Josephs, Ph.D.	Working with Asian Children and Their Families
January 23, 2002	Dr. David Reed	Introduction to Marital Therapy and Treatment of Sexual Dysfunctions
February 6, 2002	Arthur Freeman, Ph.D.	Cognitive Therapy of Personality Disorders
February 6, 2002	Merrill Berger, Ph.D.	Violence Risk Appraisal Guide
February 20, 2002	Susan Esquilin, Ph.D.	Treatment of Child Abuse
February 27, 2002	Ronald Cannella, Ed.D.	Adjustment to Trauma and Physical Disabilities
March 6, 2002	Amy Altenhaus, Ph.D.	An Approach to Writing and Defending Child Custody Evaluation for the Court Systems

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March 20, 2002	Kenneth Roy, Ed.D.	Cultural Issues in the Treatment of Afro-American Clients
March 27, 2002	Pamela Hall, Psy.D.	An Introduction to Multiple Personality and Other Dissociative Disorders and An Introduction to the SCID-D
April 5, 2002	Arnold Washton, Ph.D.	Substance Abuse Disorders: What Psychologists Need To Know
April 10, 2002	Stuart Black, Ex. Director	An Introduction to the Practice of Core Energetics
April 17, 2002	Helen Raytek, Psy.D.	Understanding and Treatment Gay and Lesbian Clients
May 1, 2002	Amy Altenhaus, Ph.D.	A Presentation on Transgender Issues
May 15, 2002	Joseph Springer, Ph.D.	Psychopharmacology and Psychologists
May 19, 2002	Robert Siroka, Ph.D. and Nan Nally-Neif	An Introduction to Psychodrama: A Participative Workshop
June 12, 2002	Stanley Messer, Ph.D. and Arnold Lazarus, Ph.D.	Important Issues in Psychotherapy: A Lively Interchange of Views
June 19, 2002	Amy Altenhaus, Ph.D.	An Approach to Writing and Defending Child Custody Evaluation for the Court Systems
June 27, 2002	Alice Medalia, Ph.D.	Cognition in Psychiatric and Learning Disorders
July 10, 2002	Bud Feder, Ph.D.	An Introduction to Gestalt Therapy
July 10, 2002	Ronald Bassman, Ph.D.	People Who Have Been Diagnosed With Serious Mental Illness Are Teaching Each Other What Helps
July 24, 2002	Lorryn Wahler	The Psychology of Politics and the Politics of Psychology
August 7, 2002	T. Stephen Patterson, Ph.D.	New Jersey Board of Psychological Examiners' Rules and Regulations

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